

## **KYVU Coordinators Forum**

July 24, 2006; 10:00 a.m. – noon

CPE Conference Room A, V-tel Session, and Elluminate Session

### **Attendees:**

Bill Davis, Bluegrass Community & Technical College eRMA KCTCS Diva  
Bill St. Pierre, Eastern Kentucky University KYVU Coordinator  
Bob Johnson, Jefferson Community & Technical College eRMA KCTCS Diva and  
UCAN/CollegeNOW/LearnAnyTime KYVU Coordinator  
Carla Cantagallo, UK Distance Learning Librarian  
Chela Kaplan, KyEducators.org, Educ. Prof. Standards Board KYVU Coordinator  
Connie Baird, University of Kentucky KYVU Coordinator  
Connie Bolin, CHFS Office of Human Resources Training KYVU Coordinator  
Crystal Riley, Murray State University KYVU Coordinator  
Debbie Poweleit, Northern Kentucky University KYVU Coordinator  
Diane Garrison, KSU KYVU Coordinator  
Enid Wohlstein, Director of KYVL  
Gene Kleppinger, EKU staff  
Jackie Brisco, UK staff  
Joni Allison, University of Louisville KYVU Coordinator  
Josh Smith, JCTC eRMA KCTCS Diva and UCAN/CollegeNOW project staff  
Linda Bourne, Somerset Community College eRMA KCTCS Diva  
Linda McAuliffe, Department of Mental Retardation KYVU Coordinator  
Marilyn Moore, Morehead State University KYVU Coordinator  
Michelle Minter, EKU KYVU Coordinator  
Michelle Wagner, Housing Authority of Maysville staff  
Myk Garn, CPE Academic Affairs, Distance Learning Steering Team  
Norma Northern, KYVU Chief Operating Officer  
Paige Brooks-Jeffiers, KCTCS eRMA SuperDiva  
Phil Duvall, KCTCS staff  
Randolph Hollingsworth, KYVU Director of Product Development  
Pam Wilson, WKU KYVU Coordinator  
Sandra Kestner, Kentucky Adult Education  
Sandy Cook, KCTCS KYVU Coordinator  
Shelly Reid, University of Louisville staff

### **KYVU Coordinators Who Could Not Attend:**

Bob Gardner, KYVU4K12 Project Manager  
Carol Schroeder, TIPP, Interdisciplinary Human Devt. Institute  
Jeanne Olivas, Office for Employee & Organizational Development  
Stuart Johnston, KY Adult Education, Program Support Services  
Susie Edwards, Vocational Rehabilitation  
Tammy Kaelin, Sullivan University KYVU Coordinator  
Tim Anderson, Project Manager, LETky.org, Criminal Justice Training KYVU Coordinator

### **Welcome and Introductions**

The meeting started at 10:00 a.m. with a welcome from Randolph Hollingsworth (KYVU) and short description of the purpose and agenda. The attendees, both in person and at a distance, then introduced themselves.

### **ElluminateLive! demo (Gene Kleppinger)**

Gene Kleppinger of Eastern Kentucky University and several of the meeting attendees demonstrated the KYVU's licenses for Elluminate webconferencing software along with a video screen showing his interesting face as he gave the tour. Gene gave the participants the following information about ElluminateLIVE.

The EL! classroom makes a great place for: multimedia lectures, Web tours, graphic-enabled group discussions, tutoring, question-and-answer help sessions (audio), guest lecturers (audio, video). Features beyond the course management system's virtual classroom are:

- audio support (one microphone at a time – until version 7.0 comes out in August)
- video support (one camera at a time)
- Desktop sharing (viewing any application on the moderator's desktop)
- PowerPoint support (shared desktop or converted to whiteboard)
- Multimedia display (mpeg, Flash, Quicktime)
- Polling (t/f, multiple choice, "pacing")
- Quizzes
- Calculator
- Web Tours (with or without leader control)
- Saving prepared whiteboards, quizzes
- Variable window formats

For training, EL has a quick-start guide and a big manual (available at [www.illuminate.com/support](http://www.illuminate.com/support)) and a PowerPoint converter. In addition, you and your students can pre-configure your computer systems with the required software by going to the support page located at: <http://illuminate.ky.gov:80/support.help>

For equipment:

- 56K dialup connection is sufficient for all but video
- Broadband?LAN for video and animated desktop applications
- speakers/headphones for listening to audio
- Microphone/headset/webcam for speaking
- Webcam for video

KYVU Providers may request a moderator account from Randolph Hollingsworth ([dolph@kyvu.org](mailto:dolph@kyvu.org)), including in the request the specific times/dates and anticipated number of participants for each planned session - please give the name and email address of the moderator. Simultaneous users are limited to 50 in the mornings, 100 in the afternoons, and 200 after 5 p.m. Randolph will place this information in the KYVU Coordinators group calendar on a first-come, first-served basis. Moderators login at <http://www.illuminate.ky.gov>. Participants do not need accounts – they just sign in to the session by giving their names – no need for password (unless the moderator has password-protected the session).

### **Status of KYVU Strategic Planning Process; Impact of SACS Action (Myk Garn)**

Myk Garn (CPE Academic Affairs) distributed a “working initial summary draft” of the KYVU Strategic Agenda (see attachment A). This draft incorporates a wide range of input gathered through over 30 different constituency meetings, focus groups, planning teams, and KYVU staff retreats. The draft organizes twenty-four objectives under the six goals developed by the multi-institutional and agency representatives of the KYVU Strategic Planning Team. This represents a distillation of over 200 proposed objectives developed throughout the planning process - from the 2004 eLearning Strategic Framework, to the June 2005 SACS report on KYVU, to input from Chief Academic Officers and state agency representatives a few weeks ago. The document addresses the evolutionary directions and instructional aspirations multiple constituencies have expressed and it describes several new paths and initiatives for KYVU to follow as it supports achievement of agency, institutional, and statewide goals.

CPE and KYVU continue to discuss and collect input on this draft. Myk and Al Lind, VP for Information and Technology and CEO of KYVU and KYVL, met with the CPE Quality & Accountability policy group, and with the Council of Chief Academic Officers on Monday, July 10; and they have also included it as an agenda item for the Distance Learning Steering Team (DLST) August 1, and the CPE Distance Learning Advisory Committee (DLAC) September 6th. Please review this draft and communicate your comments either to Allen Lind ([allen.lind@ky.gov](mailto:allen.lind@ky.gov)) or Myk Garn ([Myk.garn@ky.gov](mailto:Myk.garn@ky.gov)) directly or by attending the DLST or DLAC meetings. The CPE Quality & Accountability policy group will then be asked to review a subsequent draft in preparation for the Council on Postsecondary Education agenda item on September 17th.

Myk also updated participants on the response to the July 7 letters from SACS to 23 institutions regarding their participation in KYVU. He summarized conversations with Tom Benberg – SACS VP & Chief of Staff (July 18) noting the SACS goal was to ensure the rigor and quality of online instruction that institutions transfer into a program through a consortial relationship. To understand and ensure compliance they are looking for general information about the scope of distance education-based instruction at the institutions and information specific to participation in KYVU (or any similar statewide distance education consortium). While this is a different approach it is not a different expectation. The Comprehensive Standard (3.4.7) SACS cited in the July 7 letter for consortial and contractual relationships has not changed. The efforts to understand how these standards for on-campus courses are met for online instruction are evolving as SACS changes its approach to understanding how Kentucky works by looking through the lens of KYVU to one of looking at the institutions directly. As a result SACS intends to collect data that will allow assessment of how institutions ensure the rigor and quality of (online/distance education) courses they transfer into their programs – or that are transferred into the programs of other institutions. In order to do that they have posed a number of questions designed to elicit data to support and inform their assessment. SACS agrees with Kentucky’s contention that the questions, as defined, will not return the information they need. SACS is ready to work with CPE and the Kentucky institutions to develop the templates that will guide the process and result in more

informing and consistent data. Anyone wishing to volunteer for the description and template team should email Myk Garn (Myk.garn@ky.gov) directly.

### **Status of KYVU's ANGEL and statewide Blackboard contract (Norma Northern)**

Norma Northern reported on the status of the statewide Blackboard contract for the public universities. Almost all institutions have received and signed their respective Memorandum of Agreement and returned them to CPE/KYVU.

Norma mentioned that Al Lind has purchased a block of Blackboard training to be used by the institutions and K-12. All the details have not been finalized but we estimate the number of individuals to be trained is around 100. Randolph Hollingsworth will work with the KYVU Coordinators to determine the shape of these trainings, and when more information is available, let institutions know how they can sign up.

Randolph added that she is compiling a list of products that may have potential for cross-institutional negotiations for less costly buys. She indicated that the potential collaborative purchases were for course management add-ons to support excellence in teaching and learning. The list is initially drafted from the list of vendor exhibitors at the last Blackboard User Conference – if the product works with Blackboard, it most likely works with any other course management system. The types of products she has so far on her list are: assessment tools, content creation tools, classroom management tools, webconferencing, anti-plagiarism software, and digital entertainment networks. The draft list will be distributed via the KYVU Providers listserv for consideration by all the provider organizations.

### **Public Health initiative (Bill St. Pierre)**

Bill St. Pierre, KYVU Coordinator for Eastern Kentucky University, discussed the CPE's Public Health initiative, and the participation of institutions collaborating on the project to create sharable content for the 5 core courses for the Masters in Public Health. There are five workgroups and each MPH institution (UL, UK, WKU and ECU) hosted a workgroup meeting in June. The workshops included faculty who teach these core courses, the work group chair, distance learning librarians and specialty librarians appointed by the library dean at each school, the KYVU coordinators and teaching/learning center staff for each school, the KYVU Director of Product Development and the CPE Academic Affairs staff lead for Public Health. The Director of Instructional Design at Embanet led the work group sessions in discussion of best practices for course design, development and delivery. ECU hosted its meeting on 6/22 and invited other distance support systems of the university to be part of the event - Instructional Development and Online Learning staff. The initiative is progressing at ECU with the support of the College of Health Sciences through the Dean's office. Bill asserted that they will do their best to support this initiative from the office of distance education and assist the ECU work team in its design and development of the core courses, as appropriate. The goal of this development project is to create 5 courses (with shared intellectual property rights) that can be deployed from each of the institutions' Blackboard systems – and all five of the core courses will be offered by any

of the institutions each semester via the KYVU so to increase participation in and completion of this highly valuable Master's degree.

### **Quality Matters statewide initiative (Randolph Hollingsworth)**

On July 20<sup>th</sup>, several interested KYVU Providers joined to talk about the Quality Matters program and to assess the level of interest in continuing with the idea of a statewide initiative in starting up a Kentucky-based QM initiative. The following KYVU Providers would be interested in recruiting faculty and instructional designers to attend a Peer Reviewer Training:

Bluegrass Community and Technical College  
Jefferson Community and Technical College (inc. Learn Anytime faculty)  
Morehead State University  
University of Louisville  
Western Kentucky University

The following dates/cities have been identified for potential training sessions:

Bowling Green - October 3  
Morehead - November 30  
Louisville - December 1

Generally the training day lasts from 8:30 a.m. to 3:30 p.m. and not more than 30 participants. Up to 12 seats would be allotted to each of the above KYVU Providers (for a total of 60 seats) that could be filled at any of these 3 sites on a first-come, first-serve basis. Randolph will coordinate the seating reservations. KYVU would pay for these initial training sessions and for the QM trainer's travel costs. Even with the consortium discount of 25%, the initial costs are too onerous to start up the QM initiative in their individual institutions - and having the KYVU serve as the single institution subscriber for this first year will bolster the partners' ability to justify costs in future years. During the upcoming academic year, the institutions will contact Ron Legon, Executive Director of Quality Matters (rlegon@ubalt.edu, 312-208-7557) to talk about the subscription rates and fees (see attached doc) for their particular school - and then the KYVU could help organize a consortium subscription model for KYVU Providers next year.

**NEXT STEPS:** Randolph will work with Al and Norma to get approval of funding for the project and the projected costs of about \$14,000. This cost includes

- Annual subscription fee (\$1,500 for consortium system office) which includes QM Manager training (to understand how to use the database and run a peer-review process), one seat in a QM Train-the-Trainer program; newsletters, listservs, users group, etc.
- 3 Peer Reviewer Training sessions (60 seats @ \$175/seat + travel costs) = approx. \$11,000
- Randolph's travel to Maryland to attend the QM Manager training sometime before Oct. 3 = approx. \$500
- Stipend (\$150) for 3 KY-trained peer reviewers to review one KYVU course volunteered by one of the participants of the above training sessions = \$450

### **Using eRMA: sharing good ideas and updates of fixes and new features**

Elaine Maher, KYVU/CPE programmer-developer announced that the following bugs in the eRMA software have been fixed recently:

1. Course status options corrected so that are ACTIVE, INACTIVE and UNDER REVISION.
2. Learner names with an apostrophe (i.e. John O'Malley) now interface to LiteracyLink without error.
3. Authorization for instructor mismatch tool for KYVU call center modified to restrict access to appropriate users. Tool will also now allow call center to access to previously archived instructor mismatch files.
4. Learner Enrollment Report modified so that users can filter based on current enrollment status or history enrollment status. Report can also be restricted by date the status was set. Current and history status and date fields are group together at top of enrollment data column. Field labels are "Current: Enrollment Status," "Current: Enrollment Status Set Date," "History: Enrollment Status," and "History: Enrollment Status Set Date."
5. Provided KYVU Instructor role with read-only access to Manage Learners area.
6. Error in Manage Instructors access for CPE-KYVU Coordinator corrected.
7. Learner Enrollment Report .csv export modified so that enrollment status filter is retained in exported data.
8. Catalog search option on <http://www.kyv.org/application/neworreturning.asp> corrected.

The following bug fixes will be moved to production in the near future:

1. Corrections for display of "Offered by," "Courses for," and associated courses in program area of website.
2. KYSES - KYVU Coordinator and EPSB Coordinator roles: Correction made for provider dropdown options when assigning a staff role to an existing learner account.
3. KYVU Superdiva to have all section statuses included in section status dropdown box when editing a section.
4. EKV - KYVU Instructor role should only see students associated with the instructor in Learner Enrollment Report.

Vicki Kimberling of the KYVU Call Center explained how the KYVU Coordinators can pull Learner Reports as well as Course Details Reports to help keep the KYVU course catalog current and user-friendly. The Coordinators can adapt the catalog displays of specific courses so that even though the section is closed (due to enrollments reaching the cap or a cancellation of the course) it no longer shows up on the catalog. This would be done by pulling a Course Details Report using "display" as a filter and sending the resulting file to the KYVU Call Center staff in a request to batch change the status from "display" to "not display."

For academic program type course sections, the KYVU website automatically displays all open/active sections for a given semester for the following windows of time:

- 2006 Winter = 12/1/2005 - 3/31/2006
- 2006 Spring = 1/1/2006 - 5/31/2006
- 2006 Summer = 6/1/2006 - 8/30/2006
- 2006 Fall = 8/1/2006 - 12/31/2006

The same protocols will take place for the 2007 academic terms. Please let the KYVU Call Center staff know when you would like for your courses to be open and active in eRMA so that they are available for requests for enrollment. We offer to those of you who wish to do this in one step with a batch course section update (update from "Mark as Pending" to "Request to Open").

Another eRMA feature that was demonstrated was the new feature in the Learner Reports: historical enrollment status vs. current. Coordinators can use a time range as a filter to determine which learners had a particular enrollment status, e.g., during an academic semester's drop-add window or during a particular fiscal year of a "virtual term" – use the history filter if you want to find out enrollment statuses during a past time period, and use the current filter if you want to know the latest status.

This information and the Elluminate reservation process is being created in a new community group in the KY Virtual eLearning Portal for all KYVU Coordinators to see. This new community group will be finished in the next week or so.

#### **Next Meeting**

The next KYVU Coordinators Quarterly Forum will take place in October or November, depending on availability of most KYVU coordinators.

Respectfully submitted by  
 Randolph Hollingsworth, KYVU  
 March 7, 2006

## APPENDIX A:

# DRAFT Kentucky Virtual University Strategic Plan

## SUPPORTING KENTUCKY’S PUBLIC AGENDA

Kentucky’s public agenda for postsecondary education calls for a fundamental, profound shift in the way the postsecondary system approaches its work: while institutions once competed against each other for their own interests, the public agenda challenges them to work together for the common good.

At the heart of this agenda are five questions—powerful reminders of the public we serve. The questions emphasize the importance of maintaining affordable, high-quality postsecondary opportunities leading to more certificates and degrees, better jobs, and more productive, meaningful lives. These five questions guide the work of the entire adult and postsecondary education system.

PAQ1: Are more Kentuckians ready for postsecondary education?

PAQ2: Is Kentucky postsecondary education affordable for its citizens?

PAQ3: Do more Kentuckians have certificates and degrees?

PAQ4: Are Kentucky’s people, communities, and economy benefiting?

PAQ5: Are college graduates prepared for life and work in Kentucky?

## VISION STATEMENT

KYVU aspires to create a technology-supported, lifelong learning environment that results in better lives for Kentucky’s people.

## MISSION STATEMENT

KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.

## GOALS

### EXPAND ACCESS:

KYVU increases educational opportunities by using technology to overcome the barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed.

### FOSTER COLLABORATION:

KYVU promotes statewide collaborations amongst K12 schools, colleges, universities, and workforce agencies that sustain lifelong learning.

### CREATE AWARENESS:

KYVU attracts Kentucky’s people to technology-based lifelong learning opportunities through marketing and serve as an information clearinghouse to the educational community.

### INFORM PLANNING & DECISIONMAKING:

KYVU collects, analyzes, and uses statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning.

### INCUBATE eLearning EXCELLENCE:

KYVU fosters innovative technologies that enhance the quality and accessibility of eLearning.

### LEVERAGE RESOURCES

KYVU takes advantage of economies of scale through collaborative activities as a good steward of the public’s resources.



## GOAL: EXPAND ACCESS

*KYVU increases educational opportunities by using technology to overcome the barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed.*

### OBJECTIVES:

Advocate, in partnership with CPE, to reduce policy and practice barriers that prevent technology-based lifelong learning. (PAQ3)

- Advocate for financial aid for non-traditional students.  
Work with interested parties to create a scholarship program for part-time distance learning learners (policy, statute, philanthropy, federal programs, etc.).  
Make the process regarding financial aid for students taking KYVU classes from multiple institutions. smoother and less of a barrier.
- Advocate for technology-based programmatic models that enable dual credit.  
Target school districts who can work with postsecondary online programs to emulate College Now.
- Increase accessibility of Kentucky postsecondary education Internet-based instruction for students with disabilities.  
Ensure online offerings are accessible by students with disabilities by: partnering with key agencies, institutions and providers; be a policy, process and referral resource; promote Quality Matters rubric.  
Post institutional accessibility policies online at CPE/KYVU.

Reduce the digital divide issues through: (PAQ4)

- Partner with ConnectKentucky to establish affordable broadband access.  
Actively participate on ConnectKentucky advisory and project groups;  
Present KYVU services to communities to support the need for broadband;  
Refer learners with broadband needs to ConnectKentucky.
- Increase awareness of emerging/marginal user groups e.g. Latino.
- Increase the computer and Internet literacy of Kentucky's people through online tutorials on KYVL.  
Computer literacy - create or buy computer learning literacy object (with pre/post tests) matched to a national standard of competency.  
Information literacy - enhance or redesign KYVL information literacy tutorial.

## GOAL: FOSTER COLLABORATION

*KYVU promotes statewide collaborations amongst K12 schools, colleges, universities, and workforce agencies that sustain lifelong learning.*

### OBJECTIVES:

Establish the Kentucky SCOUT (Search and Contribute to the Organizational Understanding of Technology) program. (PAQ3)

- Fund Kentucky representation at eLearning events where individuals will attend and report back findings in appropriate statewide Kentucky venues.
- Expand Kentucky presence through regional and national forums including SREB, WCET, ADL Co-Lab, Sloan, EDUCAUSE, and the American Society for Distance Learning.

Ensure the issues and needs of all Kentucky's distance learning communities are equitably and adequately addressed. (PAQ3)

- Improve DLAC participation. Advise DLAC on membership composition.  
Provide staff support to DLAC/DLST to identify, convene, and lead initiatives for collaboration among postsecondary education, public education, state agencies, and others to discuss common issues, develop common solutions, and expand eLearning education enrollments.  
Coordinate across multiple communities including DLST and KYVU coordinator groups, PETAC and CIO forum, and have a PETAC representative on DLST.
- Represent CPE on the COT Advisory Council.

Establish the "Kentucky Conference on Convergence." (PAQ3)

- Convene an annual forum which includes themes and offerings on distance learning/teaching;
- Respond to invitation from current “Breaking Down Barriers” conference partners (CLiK, SAALK, KHECC, and KDE) to increase sectors participating in a statewide eLearning conference.
- Include a slots on distance learning issues, support for the SREB digital content review chart for accessibility, and faculty development and scholarship issues.

Establish the Kentucky Digital Cooperative to increase the number of instructional programs, resulting in a degree or certificate, collaborating via eLearning. (PAQ3)

- The Kentucky Digital Cooperative will be an “education programmatic cooperative” facilitating collaboration among partners and expanding program opportunity for Kentucky’s people.  
Uses the KYVU Catalog to provide an inventory of what is available to Kentuckians online.  
Enables cross-sector access to “common” courses e.g. in GedEd; utilize CAS/Academy One application to facilitate transfer.  
Facilitates the brokering of imbalances in supply and demand for eLearning courses by utilizing open course seats. Allows negotiations for filling empty seats with other institution’s students or crafting new sections for high demand courses filled to capacity.

Identify and encourage program development for: non-traditional students , students with different learning needs, students who do not adapt to the traditional classroom. (PAQ3)

- Target high-demand courses and programs and support their redesign with a goal to reduce costs, improve quality and increase availability.  
Emphasize collaborative statewide projects, especially those in high-need, high-priority e.g. STEM disciplines.  
Kentucky support of the CAT/Twigg model including development and planning for on-going maintenance to increase the attendability and instructional capacity of KYVU partners, e.g., interactive approaches (gaming and simulations), shared content objects, and online tutoring services.  
Identify instructional partners for development. Define/refine the targeted need. Determine program development needs and roles. Implement program plan.  
Identify key staff in the host institutions to allow for new strategies for deploying the redesigned courses (e.g., quick admits, open-entrance).
- Support statewide collaborative programs:  
Public Health.  
Engineering.  
KySAT. KYVU will provide the platforms and services to support, working with KSTC, to support KDE and learners. KYVL services targeted to participants. Use of CMS and eLuminate services.  
Build tutorials for KySAT programming language (Python) and user group environment for ham operators.
- Advocate for linking adult learning to academic credit.

Advocate and support links between K-12 and Postsecondary education. (PAQ1)

- UCAN (Universal Coordinated Advising Network). UCAN streamlines interactions between multiple call centers and institutional and agency partners. Personalizes and makes more efficient interactions between learners and institutions. Provide accountability for students who get lost between the cracks. Outreach channels for institutions to market to targeted students. Ensure follow-up and continuing linkage with institution services and staff.  
Develop a UCAN marketing plan. Expand partnerships beyond current pilots. Convince institutions UCAN is worth participating in. Address how UCAN serves the institution by serving the learner - increasing over number of postsecondary education students.
- Go-Higher Kentucky (GHK). Increase interactions between KYVU and GHK. Example: use mentor function of GHK to support KYVU4k12 learners.  
Correlate KYVU/GHK admissions capabilities.  
Create and increase substantial intersections between KYVU and GHK websites.

Align KYVU services with institutional and agency needs. (PAQ3)

- KYVU must determine if its support services are necessary in the current marketplace.  
Survey stakeholders to identify need and prioritization of support services;  
Conduct distance education student focus groups as a precursor to statewide acquisition, management and maintenance of key support services.  
Regularly assess the academic support service needs of its partners and use the assessment

results to identify and implement those services where KYVU can provide added value to those partners.

- Regular, reliable communications with partners three times during semester (opening course/website display, reconciling & negotiating pending enrollments, closing out registration).
- Build scalable, modular, user-friendly, flexible, standards-based applications and services to meet needs of new KYVU mission.
- Evolve KYVU's eLearning Resource Management Assistant (eRMA) to support on-going and emerging cross partner and platform transactions including support of the KYVU Catalog.
- Support services for specific institution and agency training initiatives for current and emerging partners including: adult education, EPSB, OEOD, LETKy, KEMPT.
- Plan for transition of KYVU services as partner needs evolve and change e.g. KYVU support of multiple course management systems.
- Make every effort to have funds restored to the operations budget for KYVU and KYVL in order to better support institutional and agency needs.

## CREATE AWARENESS

*KYVU attracts Kentucky's people to technology-based lifelong learning opportunities through marketing and serve as an information clearinghouse to the educational community.*

### OBJECTIVES:

Establish a new name for KYVU that connects with education users. (PAQ3)

- Design image and name that conveys and supports Kentucky agenda for K-20 lifelong learning. Use nationwide benchmarks to inform plans.
- Leverages existing KYVU brand/image
- Responds to partner and SACS concerns over unaccredited use of "university"

Develop a comprehensive marketing plan to inform Kentucky's people of online educational and lifelong learning opportunities. (PAQ3)

- Establish a KYVU marketing advisory group to increase marketing of eLearning opportunities to learners around the state.
- Use research developed under the KYVU Research Agenda to determine target markets.
- Utilize KYVU's variety of lifelong learning options in a marketing campaign in an effort to raise the public perception/value of education.

Develop the marketing tools and collateral materials to increase awareness and understanding of Kentucky's online offerings. (PAQ3)

- Redesign the KYVU & KYVL websites in accordance with new emphasis and look.
- Redesign the interactive catalog and websites in collaboration with users, institution/agency partners and citizens.
  - Usability testing. KYVU staff must "sit in the learner's seat" to understand what it is like to use the systems we've built.
  - Clarify criteria for inclusion of programs and courses in KYVU catalog (i.e., get consensus of strategy for KYVU Coordinators to determine the "75% at a distance" cut-off and attain consensus on definition of sustaining an active, online program via KYVU).
- Establish a Kentucky eLearning listserv to increase awareness, understanding and participation in statewide eLearning efforts.
- Prepare packet of materials explaining educational opportunities offered via KYVU.

Coordinate the KYVU marketing efforts with other initiatives. (PAQ3)

- New KYVU identity campaign.
- Participate and support the CPE/KHEAA Go Higher Kentucky marketing.
- Use Kentucky ELearning Annual Report and other media to increase awareness.
- Use GHK website.
- Have someone go to academic recruitment conferences across the state.

## INFORM PLANNING & DECISIONMAKING

*KYVU collects, analyzes, and uses statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning.*

### OBJECTIVES:

Develop a coordinated “KYVU Research Agenda” to inform and guide KYVU statewide, institutional, and agency planning efforts. (PAQ3) Research should include more than KYVU students - all online students and faculty as a unique set - and address quality as well as quantity. These research efforts should address:

- A review existing marketing research to inform and support marketing planning.
- Document the impact of traditional and non-traditional students in achieving 2020 degree goals and how eLearning can be their best mode of learning.
  - Research on students’ needs / skill set / attitude;
  - Involve Economic Cabinet in researching needs of employers and employees for eLearning;
  - Develop a clear model describing the economic advantages of eLearning for the traditional and non-traditional student;
  - Learn more about Kentuckians with some college credit and study other state efforts to recruit citizens with some college credit e.g. Oklahoma.
- Suggested research topics:
  - Statewide awareness of and interest for online learning opportunities.
  - Marketing Survey (utilize some of KYVU 2000 survey questions).
  - Needs assessments to identify academic and workforce development program needs that can be addressed by eLearning.
  - Identify unmet instructional needs among: students, academic advisors, business community, workforce supervisors.
  - Gap analysis on needed professional development and for-credit opportunities for innovative skills.
  - Identify high-demand courses that are difficult to get. Work with instructional partners/Audiences: students, academic advisors to identify the courses then facilitate development of one online course per year using course redesign model. Priority: programs that result in more degrees in top priority areas (STEM).
- Conduct an environmental scan of virtual entities and leading state/systemwide initiatives
  - Establish external benchmarks with other virtual entities;
  - Research other virtual universities to find benchmark staff allocations and resources

Produce a Kentucky ELearning Annual Report and other reports to communicate the results of the research. (PAQ3)

- Create report on distance learning data from each college and show relationship to accountability report and 2020 goals. Topics: academic distance learning, KEN, Internet 2, KYVL, KET, ITV Uses data from CPE database, eRMA, and other resources. Reports on KYVU as a subset of activities. Audiences (distribute to): DLAC, CPE, P-16, KEN, KET, Connect KY, KTC, GHK.
- Incorporate KYVU stats in all CPE documents; include KYVU/KYVL in all CPE employee orientations; reports at all CPE staff meetings;

Establish a “vital signs” initiative that monitors evidence of success/failure of the statewide system of eLearning. (PAQ3)

Work with CPE Performance and Assessment unit to determine leading indicators, target audiences and assessment strategies to address academic, workforce, community & economic development needs. (PAQ3)

- Establish distance learning goals in Public Agenda; build on contacts within CPE Academic Affairs; consider re-instituting CPE Brown Bag lunch program.
- Set goals to increase the number of non-traditional students matriculating and graduating with a baccalaureate degree by 2020.
  - Increase by 10% from current rate in next 2 years;
  - Number of degrees earned online by non-traditional learners by 2020.

Align KYVU staff resources and structure. Ensure all KYVU resources are aimed toward priority activities identified by the Strategic Planning Process. (PAQ3)

- Perform a comprehensive review of the KYVU's staff. Add additional staff members as deemed appropriate at the earliest possible opportunity with special consideration given to employment of one new staff member with experience in academic affairs and another with experience in student services.
- Work with CPE staff to identify opportunities and develop initiatives e.g. increase transfer opportunities, identification, GedEd, and competency-based learning.
- Provide professional development for KYVU staff on quality customer service practices.
- Establish continuing "feed-back" agenda item for KYVU staff meetings; what are people telling others about KYVU; regular meetings with vendors for input to inform KYVU (perspective, perceptions, external developments).

## INCUBATE eLearning EXCELLENCE

*KYVU fosters innovative technologies that enhance the quality and accessibility of eLearning.*

### OBJECTIVES:

Create the Kentucky Center for Academic Innovation to support the investigation of instructional models that are highly efficient, effective, and scalable. (PAQ3)

- The KCAI will be a "skunkworks" environment that can be accessed at a distance for the experimentation by the regional groups. It will facilitate technology exploration and innovation using early adopters to seek out the newest technology trends for applicability e.g. games-based learning solutions, I2, mobile learning, and support their activities as they test, try, and report the results to all interested. It will:

Develop resources and services that support and promote innovation and research (including libraries).

Provide incentives to scholars from KYVU partners to utilize the exploration centers to support their work in creating new technologies, new teaching/learning strategies and/or research on user behaviors;

Include new technologies that enhance teaching and learning environments for the P-16 community.

Facilitate the use of focus and user behavior groups to assess accessibility and find alternate solutions for design.

Support innovative mechanisms proposed for funding including:

- Seek recurring Legislative funding.
- Create partnership position "KYVU Fellow" - ½ here and ½ there (e.g. with postsecondary institution or state agency) to forward a particular strategic initiative with a particular target audience.
- Hire/contract/assign staff to aggressively research grant opportunities and identify appropriate partners to secure funding to perform R&D on emerging eLearning technologies and effective eLearning techniques.
- Fund KYVU coordinators at each public postsecondary education institution.
- Create 2 internships (paid) at KYVU; add 1 work-study and 1 Research Assistant position in partnership with institution.
- Create a KYVU Foundation to accommodate the diverse procurement and repayment strategies needed to accommodate a collaborative online learning incubator environment.

Establish standards and policy to ensure all KYVU instructional partners have and use a quality assurance process to develop and review courses that are submitted to KYVU. (PAQ3)

- Identify a workgroup to review the KYVU Principles of Best Practice, compare with benchmarks to determine if revisions or new policy are needed.
- Publish and distribute policies that adhere to principles of good educational practice and disseminate to students, faculty, and other interested parties - such as copyright law and other issues of academic integrity.
- Support statewide use of the Quality Matters model of quality improvement through funding portion of statewide Quality Matters annual membership.
- Ensure that the KYVU Catalog provides clear and accessible documentation of the quality review for each course offered (including accessibility).

Require partners verify they have an accessibility policy and courses submitted to KYVU have been reviewed for accessibility according to that policy - and that each section submitted to

KYVU passed that policy review.

- Expand the KYVU Online Excellence Awards to fund 5 Honorable Mentions.
- Support establishment of an accessible course design committee (KDE, OVR, ODHH, OFB, KAMC, KATS, other agencies, State ADA Coordinator, FDWG, etc.). Establish an association with the QM.

KYVU will ensure that professional development is available to all course designers (agency employees, faculty, etc.) regarding best practices for eLearning content. (PAQ3)

- Identify eLearning professional development needs of KYVU constituencies and match with professional development offerings of KYVU partners.
- Facilitate evaluation of effectiveness (feedback) of innovations developed.

## LEVERAGE RESOURCES

*KYVU takes advantage of economies of scale through collaborative activities as a good steward of the public's resources.*

### OBJECTIVES:

Identify cross-partner opportunities to leverage resources and increase the collaboration of statewide eLearning and distance education infrastructure throughout the Commonwealth. (PAQ3)

- Gather purchasing agents together to learn how best to craft innovative RFPs, master agreements and effective service level agreements;
- Work with COT's project manager office to assure standardization of the contracts and process for awarding.
- Review current services and establish statewide consortial purchase agreements for common resources.
- Aggregate partner budgets to enable KYVU acquisition and management of services and develop consortial fee structures for statewide resources; utilize KYVU foundational funding to support consortial purchases;
- Identify commercial content providers that provide quality learning and certification programs that fulfill an identified need and acquire on behalf of interested institutions and agencies. e.g. Plato, Thinkwell, Certiport.
- Hire personnel/consultant to lead resource leveraging opportunities (e.g. KEN, help desk RFP).
- Internet 2. Profile Internet 2 applications to enhance teaching and learning. Infrastructure for interactive collaboration. Establish Internet 2 assessment model for learning outcomes.

Establish a Statewide Kentucky P-16 Learning Object Repository Workgroup to make available learning objects to be used in professional development as well as P20 academic credit and non-credit courses. (PAQ3)

- Key stakeholders to invite from: technology, faculty, instructional design, librarians, DLST including (and possibly with sub-committees for) SREB SCORE project, Annenberg mirror site storage, and KET Encyclomedia. Include in KEN development plans as initial use for network.
- Enhance collaborative efforts of the Kentucky Virtual Library, including expansion of licensed databases and the addition of multi-media collections, learning objects, curriculum support materials, and additional resources for all KYVL constituents and partners.

Initiate/advocate/adopt standards-based system interfaces for porting program & course information, enrollments, and learning objects across organizations. (PAQ3)

- Establish BlackBoard Systems Administration workgroup.
- Support development of BlackBoard customizations that enable collaboration and sharing e.g. Copyright Clearinghouse, eLuminate; support standards-based web services; support Shibboleth and uPortal technologies and implementation; KYVL single sign-on/connection to KYVU portal with count per account type; single sign-on to each partner's CMS from KYVU portal ; encourage peer-group sharing of solutions;
- Facilitate articulated relationships KYVU, BlackBoard, ConnectKy.
- Increase utility of CAS for lifelong learners. Research/compare CAS vis-à-vis eNavigator.
- KYVU representation on KEN Applications committee.